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Environmental Protection Agency, Washington, D C

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THE EPA 1976 SUMMER EMPLOYMENT PROGRAM FOR YOUTH

A GUIDE FOR MANAGERS AND SUPERVISORS

April 1976

U.S. ENVIRONMENTAL PROTECTION AGENCY
PERSONNEL DIVISION OFFICE OF ADMINISTRATION
OFFICE OF PLANNING AND MANAGEMENT
WASHINGTON, D.C. 20460

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Foreword

This publication describes the Environmental Protection Agency's Summer Employment Program for Youth for the summer of 1976. It reiterates and supplements Civil Service information and regulations governing the program. Implementing programs of headquarters components and field installations should be developed along lines which will most effectively achieve the objectives of the overall program.

EPA in years past has consistently had an effective summer employment program which emphasized the employment and training of enthusiastic and committed young men and women to further the Agency's goals. This program helps join EPA managers and the nation's youth in their mutual efforts to curb environmental degradation and enhance the quality of life. An effective summer program for youth should take into account the students' needs as well as their capabilities. The 1976 program should continue to emphasize the importance of orientation, meaningful job assignments, youth involvement in program plans, a well balanced program of the various types of summer hires, the need for counseling, and affirmative action efforts to employ minorities and women.

It is hoped that the materials in this booklet will assist EPA managers and supervisors at all levels to lend full support to the Summer Employment Program for Youth.

I. GENERAL INFORMATION APPLICABLE TO ALL SUMMER HIRES

EPA has conducted an action-oriented summer employment program for the past five years. A statistical report on the 1975 program is attached as Appendix A. It has provided for input from high school students through graduate degree candidates and faculty members at all levels of the Agency. The key to a successful program is knowledge on the part of managers and supervisors of the many facets of the program. The 15 servicing personnel offices Agency-wide are available for guidance and assistance and further information on the hiring and training of summer employees. Appendix B contains the addresses and telephone numbers of Summer Employment Coordinators.

Program Goals

With its overall mission to improve environmental quality, EPA establishes a summer employment program each year to:

- -provide youth an opportunity to participate in environmental improvements efforts at the Federal level
- -stimulate youth's interest in the country and in the environment specifically
- -train future environmentalists as scientific and planning leaders
- -provide jobs for the country's young people
- -relieve manpower restraints on EPA by involving large numbers of young people in various part-and full-time positions

Length of Program

Summer employment is defined in the Federal Personnel Manual to include jobs beginning on or after May 13, 1976, and ending before October 1, 1976. However, due to other-than-permanent full-time (OPFT) ceiling restraints this year, most summer hires in EPA will begin employment in the transition quarter, i.e., after June 19, 1976.

Types of Hires

The EPA Summer Hire Program provides employment and/or training to three major categories of employees: (a) high school and college students hired through the Summer Employment Examination, (b) graduate students and other college graduates hired under EPA's merit program, and (c) economically or educationally disadvantaged youths hired under special authorities. These major categories are described in more detail later in this material.

Equal Employment Opportunity

Appointments are to be made without regard to race, color, religion, national origin, sex, age, or political or personal favoritism.

Sons and Daughters of EPA Employees

Restrictions on the summer employment of sons and daughters of EPA employees apply in all cases except where the applicant's family meets the income criteria under the Needy Youth Program or the applicant is selected from a list of eligibles resulting from a Civil Service Commission examination, and employment has first been offered to all other available candidates with the same or higher scores.

Employment Ceiling

All summer employees with the exception of Summer Aids and Federal Junior Fellows count against the other-than-permanent full-time (OPFT) ceiling. There are no additional positions for summer hires in FY 1976, and offices planning to hire summer employees before the new fiscal year can do so only if they have vacancies within the prescribed FY '76 OPFT ceiling.

Youth Involvement

Some of the more successful programs over the past few years have been those which involve young people in program planning and administration. Consideration should be given to setting up program planning committees which include representatives from among young workers. Some organizations also have found it desirable to involve former summer employees or other young workers with whom summer employees can identify and communicate.

Recognition and Awards

The fact that summer employees are on temporary appointments should not deter managers and supervisors from giving them full consideration for any kind of special recognition they may earn. Rather, all EPA components are encouraged to recognize outstanding contributions from their summer employees by means of letters of commendation, cash awards, special certificates of accomplishment, etc., whenever such recognition is merited and appropriate.

Employment of Minorities and Women

The summer employment program should include affirmative action efforts to employ minority and women candidates, particularly from local colleges and universities which provide a possible source of candidates for permanent jobs after graduation.

II. HIRES FROM THE SUMMER EMPLOYMENT EXAMINATION

General

Each year about 10,000 jobs government-wide are filled from a list of 100,000 eligibles on Civil Service registers. 141 were filled in EPA in this category last year. The best qualified are referred to agencies at the agency's request to fill vacancies.

Types of Skills

While most hires from the summer employment examination are utilized as typists and stenographers, many are employed in sub-professional jobs in the fields of engineering and the biological or physical sciences. Others are employed as clerks, administrative aids, office machine operators, and other office jobs.

Facts You Should Know About Hires From the Summer Employment Exam

a. Positions are in grades GS-1 through GS-4 as follows:

Grade	Experience or education
GS-1	No education or experience required
GS-2	High school graduation or 6 months of experience
GS-3	1 year of college study or 1 year experience
GS-4	2 years college study or 2 years experience

b. All undergraduates must be on the Summer Roster unless they qualify under one of the other categories listed below.

c. All graduate students who are appointed to grades GS-1 through GS-4 must come from the Summer Roster.

d. Direct hire authority is granted for scores of 95 and above for Clerk-Typists with scores of 85 and above and for all Clerk-Stenographers regardless of score. (Clerk-Typists and Clerk-Stenographers must submit proficiency statements).

e. To qualify, applicants must take the Summer Examination or update eligibility from the previous year. Note that the "outstanding student" provision of previous years is no longer applicable. Regardless of the method, the applicant must receive a notice of rating from the Civil Service Commission under Announcement No. 414.

f. May be hired only after May 12th and before October 1st.

g. Total work is limited to 700 hours.

h. Students count against OPFT ceiling.

i. Restrictions against the employment of sons or daughters of EPA employees apply.

III. SUMMER HIRES FOR SPECIALIZED POSITIONS GS-5 & ABOVE-NO EXAMINATION REQUIRED

General

These positions involve professional and administrative duties usually in the physical sciences or engineering. Applicants apply directly to EPA. Total work is limited to 700 hours after May 12th and before October 1. Employees count against ceiling, and the restrictions on the employment of sons and daughters apply.

Qualifications and Grade Levels

Applicants must be college graduates, graduate students, faculty members, or possess the equivalent experience in fields related to EPA's work. Written tests may be necessary in some fields.

The following table shows the general requirements which must be met to qualify for the grades covered in this Group. In some occupations, superior scholastic work or experience might qualify for a higher grade than that listed.

Grade	Education Required
GS-5	4 years college
GS-7	1 year graduate work
GS-9	Master's degree or 2 years of graduate work
GS-11	Doctoral degree
GS-12	Doctoral degree - research positions only

IV. SUMMER AIDS - EMPLOYMENT OF NEEDY YOUTHS

General

Youths employed as summer aids are hired at the minimum pay scale. They are certified to the Agency by State Employment Commissions as being economically deprived and need the earnings from their summer employment to continue their education.

Agency Goals

The Federal goal, used as a general guide in EPA, is the employment of one needy youth for every 40 regular employees. This includes youths employed during the school year under the Stay-in-School Campaign whose duty hours are extended to 40 hours a week and youths employed under the Federal Junior Fellowship Program.

Ceiling Exempt

Summer Aids, including Federal Junior Fellows, are the only summer hires who do not count against EPA's ceiling.

So You're Going to Supervise a Summer Aid!

Because of the importance of supervisors understanding the Summer Aid Program and their important role in its success we are reproducing in part below U.S. Civil Service Commission Pamphlet BRE-49 "So You're Going to Supervise a Summer Aid!"

* * * * * *

Your agency probably participates in several summer employment efforts. Each of these campaigns has a unique design and purpose, and keeping them straight can sometimes pose a problem for you as a supervisor. This pamphlet was developed to explain the purpose and operation of the Summer Aid Program and to offer some tips on how to make this summer's experience more rewarding for both you and your Summer Aid.

A BRIEF BACKGROUND

The Summer Aid Program was first initiated in the spring of 1965. Each summer since then, it has opened the way for large numbers of needy youths to work in Federal agencies. The three main goals have remained fairly constant:

1) To give economically and educationally deprived young people a change to "break into" the world of work;

2) To give them a chance to earn money for school and their families;

3) To develop knowledges, skills and attitudes that will help them become useful and productive adults.

Your agency probably won't have any trouble meeting goals one and two, since they involve little more than identification and placement. The third goal, however, depends to a great extent on how effective you are as a supervisor.

GETTING OFF ON THE RIGHT TRACK

By the time your Summer Aid reports for duty, you should have thought about what kind of work assignment you might want to give. Most will have to be of a relatively routine nature. Without further education or the opportunity for training, there's a limit to the level at which the Summer Aid can be expected to work.

Avoid making any final decisions on your Aid's work assignments until you've had a chance to meet and talk with him/her. In making assignments, you'll need to consider the nature of the work involved as well as the special characteristics of your employee. Thus, an Aid who has had good grades and an interest in mathematics might adjust better to work that requires careful attention to detail than one who has not. Similarly, some Summer Aids will be better prepared than others to shoulder the responsibility required in a job that involves access to money or other valuables. You may find, unfortunately, that a shortage of possible jobs for your Aid will prevent you from taking such considerations into account.

When your new employee reports for work, your first job will be to interview him/her carefully. Find out as much as you can about strengths, weaknesses, and interests. Always try to encourage questions, and avoid doing most of the talking yourself. You'll find out a lot more about the Aid if, for example, you first ask "What do you know about what we expect from our employees,?" rather than simply talking about hours of duty, sick leave, lunch periods, etc.

The impression you make in this first talk with your Summer Aid will usually have a lasting impact on the kind of worker he/she becomes. An orientation check-list has been included elsewhere in this pamphlet to aid you in covering appropriate topics.

GETTING IT ALL TOGETHER

Introducing your new employee to the job is the most important phase of orientation. This will be your opportunity to interest the employee in the work and to establish an effective working relationship.

For most of us, work occupies a central place in our lives. A teenager, however, will not yet have his/her attitudes toward work fully molded. Although most Summer Aids will come to work eager to learn about their jobs and anxious to please, they will feel uncomfortable in their new surroundings until they've found out what's expected of them.

Here are some suggestions for orienting your employee to the new job and motivating him/her to perform well.

* Set aside a block of time that will permit uninterrupted instruction.

* Break the job into teaching units. Arrange these units in an order that will help the Aid learn as quickly and easily as possible.

* Identify the elements that "make or break" the job and stress them in your instructions.

* Encourage feedback to insure the employee understands what you are saying. After you have finished describing each step, have him/her show you how it is done and tell you what he/she has just done and why.

* Repeat your instructions where necessary. You may also need to demonstrate the job to the new employee. If you're giving a lot of detailed information, be sure to provide a written guide or let the Aid take notes. Include the WHY when you explain the WHAT and HOW of the job. Let him/her know how your office is organized, what its functions are, and how his/her work contributes to the goals you're expected to accomplish. Like any other employee, your Summer Aid will perform better if he/she feels the duties are important to the work of your office or organization.

* To encourage accuracy: You'll be better able to impress the importance of accurate work on your Aid if you emphasize that doing things right the first time will make his/her own work easier later. If the work includes filing duties, for example, the Aid readily will see that quick retrieval of material from the files depends on how accurately it has been alphabetized and filed initially.

* In the beginning, at least, you probably won't be able to expect both quality and quantity in your Aid's work. Decide which is more important, and make sure that he/she understands. Once the Aid has achieved an acceptable level in one respect, he/she can concentrate on improving the other.

ODDS AND ENDS ...

Your Summer Aid will normally require less close supervision as the summer passes. As he/she grows in skill and self-confidence, the Aid will begin to show initiative and do things beyond the minimum you've instructed him/her to do. Not all Summer Aids, of course, will reach this stage within the three-month period. But if the experience of past supervisors is any guide, most will perform as regular members of the work team by summer's end. The effort you put into training and supervising your Aid will almost always repay itself.

Make sure your Summer Aid has enough work to keep him/her busy. In a poll of last year's Summer Aids, 20 percent said that they had insufficient work to do and, as a result, were often bored. None complained of being overworked.

Go out of your way once in a while to assign a job that will be sure to challenge and interest your Summer Aid. He/She may be relatively untrained, but there's also a good chance he/she has useful native talents or an ability to learn quickly. Unless the Aid gets an opportunity to stretch his/her abilities, however, he/she is likely to develop neither useful skills nor a positive attitude toward work. And you risk wasting potential that could be put to good use in your office.

Finally, there's no substitute for showing a personal interest in your summer employee, and recognizing accomplishments. Summer workers may qualify for the same kinds of formal recognition as regular employees...certificates of achievement, cash awards, etc. But remember...In the end, it's the day-to-day encouragement you give that will count.

LOOKING AHEAD...

If your Summer Aid works out well this summer and will be resuming studies in the fall, he/she may be given an opportunity to continue working under the Stay-in-School Program. To be eligible, the student must have an acceptable academic standing and must maintain it while working. Stay-in-Schoolers receive job assignments similar to those for Summer Aids, but may work for no more than 16 hours a week when school is in session.

Contact your personnel office if you think your Summer Aids should be considered for this program or other future employment. If they can't be used in your office, the personnel office will try to place them elsewhere in your agency.

SUPERVISORY CHECK-LIST

Prepare for the Employee
- Decide the general area(s) of the Aid's work and responsibility.
- Discuss these plans with others in the office.

Welcome the New Employee
- Introduce the Aid to coworkers and explain their jobs.
- Show the Aid the work area.
- Arrange for a regular employee to serve as a "buddy."
- Try to put the Aid at ease.

Explain the Work of the Unit
- Functions of the office.
- Functions of the organization.
- How the Aid's job relates to others in the unit.

Office Facilities
- Explain where and how to get supplies.
- Point out elevators, washrooms, cafeterias, etc.

Explain Rules and Regulations, Job Requirements
- Hours of Work.
- Lunch period.
- Using the telephone.
- What should be done if the Aid must come in late, or not at all.
- Leave regulations.
- Performance requirements.

Instruct the Aid about the Job
- Explain fully the job assignments and what the Aid is responsible for.
- Indicate to whom he/she can go for information or assistance and explain to whom he/she reports.

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Federal Junior Fellows (Washington, D. C. only)

Description of the Program

The Federal Junior Fellowship Program was established as an on-going source of quality college and technical school graduates for entry level federal jobs in professional, technical and administrative work. It provides selected high school seniors with career related work experience in Federal agencies during summers and other vacation periods while they attend college.

EPA first participated in the Federal Junior Fellowship Program in 1972. Eight D. C. area high school seniors were hired at that time under the summer training program, and sixteen were on board in 1974. The program is designed to provide first-hand knowledge in the technical and socio-political areas which impact so greatly on the environment. The Federal Junior Fellowship Program is a pilot program which can only be utilized in the D. C. Metropolitan area.

Each year the Civil Service Commission asks officials at local high schools to nominate several seniors as candidates for the Federal Junior Fellowship Program.

EPA officials evaluate each applicant separately, taking into account such considerations as degree of financial need, academic achievements, counselors' and teachers' evaluations, and performance in the oral interview.

Students in the Junior Fellowship Program return each summer throughout their undergraduate career.

Work and Pay Levels

Junior Fellows are appointed at the GS-2-4 levels, with salaries being paid by the participating office. The work assigned to a Junior Fellow may include some routine clerical work in the first two years but rarely in the last two years. Junior Fellows should be assigned progressively responsible work each year comensurate with their increasing knowledge and ability.

So You're Going to Supervise a Federal Junior Fellow!

Copies of U. S. Civil Service Commission pamphlet BRE-51 are available for Headquarters Supervisors in Room 3910, WSM or by calling 755-2506.

Additional Facts You Should Know About Federal Junior Fellows

a. Students are graduating high school seniors who are going on to college.

b. Students must rank in the upper 10% of their class.

c. Students must need the earnings from their summer employment to pursue a college education.

d. CSC contacts the participating schools.

e. Schools will nominate the eligible students.

f. Positions are matched with anticipated college majors.

g. Students are not separated at the end of the summer; they are placed on leave without pay and may return to duty during vacation periods. Each summer the appointment is extended and the student is promoted until he reaches grade GS-4.

h. New students are hired into the program between May 13th and September 30th each year.

V. OTHER APPOINTMENTS IN SUPPORT OF AFFIRMATIVE ACTION PROGRAMS

Employment of Vietnam Veterans

Agencies are authorized to hire eligible veterans under temporary limited appointment without regard to the Summer Employment Examination. EPA managers and supervisors are encouraged to use this authorization to provide initial employment for Vietnam-Era veterans. (See FPM chapter 316, paragraph 4-8i and Chapter 332, appendix J, paragraph 3F (3)).

Employment of Handicapped Youth

EPA managers and supervisors are also encouraged to provide summer employment opportunities for the mentally retarded and persons with severe physical handicaps. Those who meet the needs criteria are appointed under section 213.3102(v) of Schedule A. Agencies may continue during the summer to provide initial or trial appointments for handicapped persons under the delegated authority to make 700-hour appointments when applicants do not meet the needs criteria for employment as Summer Aids. Mentally retarded applicants who do meet the needs criteria of the Summer Aid Program may be appointed under section 213.3102(t) of Schedule A. EPA Selective Placement Coordinators can advise further as to the use of these authorities.

SUMMARY

One underlying concept is true for all aspects of the Summer Employment Program: It should provide young employees -- from the Summer Aid to the third-year law student -- with meaningful work. Meaningful work is not "made work." It is necessary work, work that contributes to the Agency's mission.

Just as important is the need that summer employment plans provide for consideration of all persons, including minorities, women, the handicapped, and the Vietnam-Era veterans.

Appendix A

EPA END OF THE SUMMER REPORT - 1975

SECTION I - STATISTICAL SUMMARY

	Actual Hires
(1) Needy youth, appointed under:	
Schedule A, Sect. 213.3102(v)	165
Schedule A, Sect. 213.3102(w)	414
Federal Jr. Fellowship Program	18
TOTAL	597
(2) Appointments under Merit staffing plans:	
Summer Employment Exam	141
Federal Summer Intern Program	22
Agency Merit Staffing Plans:	
Summer faculty	6
Other	301
TOTAL	470
(3) Appointments by academic status:	
High school students:	527
Undergraduate college students:	312
Graduate Students:	222
Summer Faculty:	6

ENVIRONMENTAL PROTECTION AGENCY
PERSONNEL OFFICES

Summer Employment Coordinator's
Telephone Numbers

REGION I Serving States: Conn., Maine, Mass., N.H., R.I., Vermont	Personnel Office Environmental Protection Agency Room 2303 John F. Kennedy Building Boston, Mass. 02203 8-223-7215
REGION II Serving States: N.J., N.Y., P.R., Virgin Islands	Personnel Office Environmental Protection Agency Room 847 26 Federal Plaza New York, N.Y. 10007 8-264-2969
REGION III Serving States: Del., Md., Pa., Va., W. Va.	Personnel Office Environmental Protection Agency Curtis Building 6th & Walnut Street Philadelphia, Pa. 19106 8-597-9371
REGION IV Serving States: Ala., Fla., Ga., Ky., Miss., Tenn., N.C., S.C.	Personnel Office Environmental Protection Agency Suite 300 1421 Peachtree St., N.E. Atlanta, Georgia 30309 8-285-3486
REGION V Serving States: Ill., Ind., Minn., Mich., Ohio, Wisc.	Personnel Office Environmental Protection Agency 230 S. Dearborn Chicago, Ill., 60604 8-353-8877
REGION VI Serving States: Ark., La., N.M., Tex., Okla.	Personnel Office Environmental Protection Agency Suite 1100 Dallas, Texas 75201 8-749-7236
REGION VII Serving States: Iowa, Kan., Mo., Neb.	Personnel Office Environmental Protection Agency 1735 Baltimore Avenue Kansas City, MO 64108 8-758-2366

REGION VIII Serving States: Colo., Mont., N.D., S.C., Utah	Personnel Office Environmental Protection Agency Lincoln Tower Building 1860 Lincoln Street Denver, CO 80203 8-327-2725
REGION IX Serving States: Ariz., Calif., Nev., Hawaii, Guam, Am. Samoa, Trust Territories, Wake Island	Personnel Office Environmental Protection Agency 100 California Street San Francisco, CA 94111 8-556-0961
REGION X Serving States: Idaho. Ore., Wash., Alaska	Personnel Office Environmental Protection Agency 1200 Sixth Avenue Seattle, WA 98101 8-399-1240
HEADQUARTERS Serving Washington, D.C. Metro area	Personnel Office Environmental Protection Agency 401 M Street, S.W. Washington, D.C. 20460 202-755-2506

CINCINNATI, OHIO
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5555 Ridge Avenue
Cincinnati, Ohio 45268
8-684-4424

RESEARCH TRIANGLE PARK, N.C.
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241 Yorktowne Building
Research Triangle Park, N.C. 27711
8-688-8222

LAS VEGAS, NEVADA
Personnel Office
Environmental Protection Agency
P. O. Box 15027
Las Vegas, Nevada 89114
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